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ABSTRACT

Described is the Marshalltown Behavioral Development Profile, developed for handicapped and culturally deprived children in the 0-6 year range, and designed to facilitate individualized prescriptive teaching of preschool children within the home setting. The profile check list is arranged under three categories of behavior: communication, motor, and social. Behavioral items are further grouped into age categories (1 month categories until 1 year, 3 month categories until 3 years, 6 month categories until 4 years, and 12 month categories until 6 years). The following are examples of profile communication items: watches speaker's eyes and mouth (2-3 months), combines words into simple sentences (21-24 months), and knows all basic colors (60-72 months). Motor skills are assessed by items such as grasps object placed in hand (3-4 months), walks alone (12-15 months), and alternates feet going upstairs (30-36 months). Social behaviors evaluated include waving bye-bye (7-8 months), indicating toilet needs (15-18 months), and answering phone (36-48 months). A score sheet is provided. The profile items are numerically matched to behavioral objectives and strategies found in behavioral prescription guides for the three areas. (See EC 052 348 through EC 052 350 for the guides). (DB)

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Home Parent

MANUAL I
BEHAVIORAL
DEVELOPMENTAL
PROFILE

child Stimulation

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Parent/Child Home Stimulation

'THE MARSHALLTOWN PROJECT'

Manual I

BEHAVIORAL DEVELOPMENTAL PROFILE

Department of Special Education
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BEHAVIORAL DEVELOPMENTAL PROFILE

MANUAL I

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MUCHISIMAS GRACIAS!

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P U R P O S E

The Marshalltown Behavioral Developmental Profile was developed for handicapped and culturally deprived children in the 0-6 year range. It is designed to facilitate individualized prescriptive teaching of pre-school children within the home setting.

Since the list of items are based on patterns of "normal" child development, usage need not be restricted to a particular target population. Interventionists in pre-school education will find the material useful for assessment and as a systematic guide for program planning. An individual child's strengths and weaknesses in important abilities can be easily determined and specific educational strategies implemented.

This instrument was researched, initially, in early summer, 1972. With the valued help and assistance of many professional consultants and friends, it has gone through its fifth revision. Originally it seemed a good idea to separate items into diagnostic/assessment and intervention/assessment classifications. However, with use it became all too clear that it would be difficult to determine intervention efficacy, if a number of developmental disabilities were merely recorded in a composite score and no practical strategies for change were available. Also, many earlier items suggested partial successes were acceptable or encouraged. The items are now phrased in such a way as to clearly indicate intent, i.e. the child does or does not have the skill in his repertoire.

The profile composition permits a systematic observation of a variety of behavioral skills. Interpreted skills such as receptive and expressive language, cognitive, fine and gross motor, personal-social, self-help and emotional indices have been collapsed under three categories: Communication, Motor, and Social.

Behavioral items are further grouped into age categories. This particular ploy was not intended to be used for rigid classification, in a comparative sense, but rather considered an evaluative technique to demonstrate individual progress measurable in months.

It would be circular to argue "real" age achievement when the parameters of "normal" development vary so widely. Whether a child was "actually" 2 - 6 when prescriptive teaching began and after a given period of time was "actually" 3 - 2 suggests an attempt to forever equate chronological age with achievement age, often to the child's disadvantage. By comparing intra-individual strengths and weaknesses and measuring progress only in months, no undue emphasis need be placed on assembly line averages. Deviations are more easily understood and accepted.

A main reason for consolidating items under only three categories is the inevitable replication across expanded classifications. There are often, in developmental scales, similar or identical items which appear in cognitive, academic, language, and social categories. The question is, if such items are so difficult to separate, specifically, why continue the expansion circle? For many, the problem has been practically solved by contraction.

RATIONALE

The early years are recognized as critical periods in the child's development. He will never, again, pass through such an accelerated learning period nor, for that matter, be so ingenuous as to eagerly anticipate and welcome each new learning experience. Parent awareness of the importance of the first years in preparing a child for future competencies, successes, and self-approval can lead to anxiety about the awesome responsibility of guiding and caring for young

children. The task, however, becomes less appalling as order is introduced and definition of each developmental skill is made more clear.

The prescriptive approach does not limit procedures. Strategies are considered to be optional suggestions or alternatives. Since total emphasis is on the individual child and individualized instruction, flexibility must be the theme. Strategies for accomplishing objectives may run the gamut from Rube Goldberg approaches to a more traditional position.

The Marshalltown Behavioral Developmental Profile is an assessment instrument to monitor growth and provide an organized approach to skill acquisition.

U S E

This profile is used with a score sheet, in conjunction with Behavioral Prescription Guide (Manuals II_a, II_b, II_c). Each profile item is cross-referenced to incremental behavioral objectives and strategies. The objectives merely reduce large behaviors into sequential steps and the strategies are suggestions for implementing each objective. The score sheet reflects a success level, an emergent skill area, and a cluster of skills the child cannot yet master. In other words, a basal and ceiling are established and only those skills clustered between limits are considered practically amenable to intervention. A sample score sheet is included after the profile.

The progress of each child is determined by comparing the acquisition of skills across months, in the profile, to the number of actual months it has taken to learn these skills. Example: If it takes three months to learn all the skills in the profile 8-9 month motor category, the child's progress ratio is 1/3. If a child takes one month to acquire all the skills in the profile 15-18 month social category then his progress ratio is 3/1. This approach says

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nothing about where he should or has to be in relation to others but rather enables the concerned interventionist to concentrate only on specific individual strengths and weaknesses.

Each profile item is preceded by a category number, i.e. 1. communication, 2. motor, 3. social and a position number, i.e. .1-93, .1-117. Example: 1.15 would indicate the communication category, item number 15; 2.111 motor #111; 3.37 social #37. Each item is numerically matched to behavioral objectives and strategies and is so indicated at the top of each prescription page under profile number.

Prescriptions are written for each child, on a weekly basis, in such a way to insure success for both the child and his parents. Staffings are conducted weekly to determine the effectiveness and appropriateness of prescribed objectives with the responsibility of failure being borne by the staff, not ascribed to parents or, more importantly, the child.

C O M M U N I C A T I O N

0-1 Mo.	1.1	Produces vowel sounds (ex: A and E).
1-2 Mo.	1.2	Listens to human voice.
	1.3	Produces sounds made in the back of the throat (ex: h, k, g).
	1.4	Repeats one syllable in cooing activity (ex: ba-ba-ba).
2-3 Mo.	1.5	Watches speaker's eyes and mouth.
	1.6	Vocalizes when talked to.
3-4 Mo.	1.7	Looks and searches for source of voice or sound (Ex: turns head).

4-5 Mo.	1.8	Stops crying in response to vocal stimulation.
	1.9	Looks and/or vocalizes in response to own name.
5-6 Mo.	1.10	Four or more different syllables present at once during vocalizations.
6-7 Mo.	1.11	Looks for family members or pets named in conversation.
7-8 Mo.	1.12	Vocalizations consist of sentence like utterances, but no true words present. Repeats combination of two or more sounds.
	1.13	Uses the consonants (d, m, b, z).
	1.14	Looks at some common objects when their names are spoken.
8-9 Mo.	1.15	Responds to "NO" by stopping activity.
	1.16	Interest maintained for up to a full minute while looking at pictures when they are named.
	1.17	Some gesture language used (shakes head for "NO").

9-10 Mo.	1.18	Repeats words other than "mama" or "dada" usually the name of a pet or toy.
	1.19	Uses some exclamations (oh-oh).
10-11 Mo.	1.20	Follows simple commands like "come here", "give me."
	1.21	Responds by searching movements/vocalizations to simple questions like, "Where is daddy?"
11-12 Mo.	1.22	Consistent use of three or more words.
	1.23	Responds verbally to simple requests (says bye-bye).
12-15 Mo.	1.24	Consistent use of seven or more words.
	1.25	Uses the consonants (w, t, j, n).
	1.26	Listens to rhymes and jingles (3 minutes).
	1.27	Identifies pictures of a few named objects or the objects themselves by pointing or vocalizing.
	1.28	Recognizes names of major body parts.

15-18 Mo.	1.29	Words used rather than gestures to express wants and needs.
	1.30	Brings a familiar object from another room on request.
	1.31	Identifies two or more objects from a group of familiar objects.
18-21 Mo.	1.32	Imitates two or three word sentence.
	1.33	Understands personal pronouns; can distinguish, "Give it to her", "Give it to him."
21-24 Mo.	1.34	Combines words into simple sentences (2-3 words).
	1.35	Points to four or five parts of a doll, or parts of the body or items of clothing shown in large pictures.
	1.36	Selects an item from a group of five varied items upon request.
	1.37	Uses own name in reference to self.
24-30 Mo.	1.38	Uses personal pronouns correctly and refers to self by using a pronoun.
	1.39	Selects appropriate pictures involving action words (eating, sleeping).
	1.40	Points to the smaller parts of the body (knees, elbows, wrists).
	1.41	Identifies objects with their functions (ex: "What do you eat with?").
	1.42	Associates body parts with their functions (ex: "What do you see with?").

24-30 Mo. Continued	1.43	Discriminates objects by size (big, little).
	1.44	Matches geometric form with its symbol.
	1.45	Selects just one block from a group of blocks in response to, "Give me a block."
	1.46	Matches colors.
	1.47	Gives his full name on request.
	1.48	Repeats two numbers correctly.
30-36 Mo.	1.49	Relates meaning to scribbles or drawings when asked.
	1.50	Tells what action is going on in pictures when asked.
	1.51	Carries out three simple related commands given at once.
	1.52	Relates two experiences that have happened during the day.
	1.53	Repeats a sentence composed of six or seven syllables.
	1.54	Names at least one color correctly.
	1.55	Responds motorically to such verbs as "walk", "run", "climb".
	1.56	Discriminates by pointing or vocalizing such adjectives as hot, cold, wet.
	1.57	Tells own gender when asked (boy, girl).
	1.58	Tells own age when asked.
	1.59	Discriminates prepositions such as "on", "under", "off."
	1.60	Adds (s) to words to form plurals.

36-48 Mo.	1.61	Carries out four individual commands using prepositions.
	1.62	Counts three objects, pointing to each.
	1.63	Identifies circle, square.
	1.64	Discriminates tactually (rough, smooth, hard, soft).
	1.65	Spatial relationships; recognizes and joins separate parts into a whole (two halves of a circle).
	1.66	Recites rhymes or songs from memory.
48-60 Mo.	1.67	Aesthetic comparisons; ability to make independent judgments between attractiveness and unattractiveness.
	1.68	Identifies missing object from a group of three (memory).
	1.69	Names or points to a penny, nickel, dime upon request.
	1.70	Identifies or names the three primary colors red, yellow, blue.
	1.71	Carries out, in order, a command containing three unrelated parts.
	1.72	Counts and points to ten objects.
	1.73	Describes objects while naming them using three descriptors (Ex: color, shape, size).
	1.74	Differentiates morning, afternoon, night.
	1.75	Compares weight (estimates which is heavy, light).
	1.76	Relates color to object (Ex: red apple, yellow banana).
	1.77	Discriminates like and unlike.
	1.78	Sequences and relates stories or personal experiences, appropriately sequencing four events.
	1.79	Classifies and organizes objects according to form, color, use.
	1.80	Asks meaning of words.

48-60 Mo. Continued	1.81	Demonstrates meaning of words (Ex: pantomine).
	1.82	Repeats days of week in sequence.
60-72 Mo.	1.83	Shifts in classification (classified according to shape, then color).
	1.84	Understands and uses numbers up to 10. Follows commands such as, "Give me nine blocks" when twelve are available.
	1.85	Recites the numbers to thirty.
	1.86	Repeats a series of four digits correctly in 2/3 trials.
	1.87	Knows number of fingers on one hand and the total number on both hands.
	1.88	Knows all basic colors.
	1.89	Prints name.
	1.90	Prints numbers 1 through 5.
	1.91	Time concepts (before, after, now, later, tomorrow).
	1.92	Identifies preceding and following numbers of digits through ten.
	1.93	Identifies preceding and following day for specified day of week.

MOTOR

0-1 Mo.	2.1	Follows objects to midline.
1-2 Mo.	2.2	Holds head erect in mid-position when being held.
	2.3	Follows moving object with eyes (Ex: mobile).
2-3 Mo.	2.4	Elevates self on forearms.
	2.5	Head erect and steady.
3-4 Mo.	2.6	From stomach position, lifts head and shoulders at 90 degree angle, looks around.
	2.7	Recovers rattle from his chest.
	2.8	Grasps object placed in hand.

4-5 Mo.	2.9	Retains grasp on block held in each hand.
	2.10	Sits with slight support.
	2.11	Reaches for objects beyond grasp.
	2.12	Momentarily supports a large portion of his weight.
5-6 Mo.	2.13	Pulls self up into sitting position.
	2.14	Bangs with object held in his hand.
	2.15	Turns from stomach to back, from back to stomach.
	2.16	Sits erectly in chair.
	2.17	Transfers object from one hand to the other.
6-7 Mo.	2.18	Sits without support.
	2.19	Bounces when held in standing position.
	2.20	Picks up small objects using pincer grasp.
7-8 Mo.	2.21	Makes stepping movements when held.
	2.22	Stands holding on.

8-9 Mo.	2.23	Crawls (stomach touches floor).
	2.24	Pulls to standing position.
	2.25	Removes peg from pegboard.
9-10 Mo.	2.26	Creeps.
	2.27	Cruises - walks sideways - while holding on to supporting objects with both hands.
	2.28	Sits down from standing position.
	2.29	Bangs two blocks held in hands.
	2.30	Constancy of form (Ex: if bottle handed backward, reverses to find nipple).
	2.31	Searches for vanished objects.
10-11 Mo.	2.32	Pivots in sitting position.
	2.33	Shifts from sitting to prone and prone to sitting.
	2.34	Removes a round object from form board.
11-12 Mo.	2.35	Sits down from free standing position.
	2.36	Moves to rhythms.
	2.37	Stands alone.
	2.38	Walks with help.

11-12 Mo. Continued	2.39	Marks on paper with crayon.
	2.40	Stacks rings on pegs.
12-15 Mo.	2.41	Dumps small object from bottle.
	2.42	Walks alone.
	2.43	Creeps upstairs (4 treads at time).
	2.44	Throws objects - picks them up again (evidence of his ability to release an object in his grasp).
	2.45	Rolls ball.
	2.46	Inserts object in hole.
15-18 Mo.	2.47	Walks and runs.
	2.48	Walks sideways.
	2.49	Walks backwards.
	2.50	Climbs upon furniture.
	2.51	Creeps downstairs backward (unassisted).
	2.52	Carries objects.
	2.53	Walks upstairs with help.
	2.54	Turns page of book (2-3 pages at once).
	2.55	Builds tower of 2 - 3 blocks.

18-21 Mo.	2.56	Scribbles imitatively.
	2.57	Makes painting strokes (often in arc).
	2.58	Walks downstairs, one hand held.
	2.59	Climbs forward into adults chair turns around and sits.
	2.60	Correctly places circle and square in form board.
21-24 Mo.	2.61	Walks up and down stairs alone, both feet on one step at a time holding onto railing.
	2.62	Imitates vertical and circular strokes in scribbling.
	2.63	Squats and rises to standing position without using hands.
	2.64	Rolls, pounds, and squeezes clay.
	2.65	Builds tower of five of more blocks.
	2.66	Makes blocks into a train (two or more).
	2.67	Opens doors by turning knob.
	2.68	Kicks a large ball (ground level - stationary).
	2.69	Strings beads together.
	2.70	Bends at waist to pick up something off floor (without falling).
	2.71	Turns pages of book singly.
	2.72	Folds paper imitatively.
	2.73	Correctly nests four or more small square boxes.

24-30 Mo.	2.74	Stands on either foot and balances.
	2.75	Pushes and pulls large toys.
	2.76	Stands on tiptoe (demonstrated).
	2.77	Jumps off floor.
	2.78	Throws large ball four to five feet.
	2.79	Walks between parallel lines - 8 inches apart.
	2.80	Holds crayon with fingers.
	2.81	Puts small object in bottle.
30-36 Mo.	2.82	Alternates feet going upstairs.
	2.83	Jumps from bottom stair (8-12 inches).
	2.84	Rides tricycle using pedals.
	2.85	Walks tiptoe 10 feet.
	2.86	Uses scissors.
	2.87	Traces a square.
	2.88	Copies drawing of circle.
	2.89	Copies drawing of cross.
	2.90	Stacks rings on pegs in order.
36-48 Mo.	2.91	Builds bridge from blocks with model.
	2.92	Traces diamond.
	2.93	Prints a few capital letters (large, single - anywhere on paper).

36-48 Mo. Continued	2.94	Builds simple toy.
	2.95	Draws head of person and one other part.
48-60 Mo.	2.96	Imitates spreading of hand and bringing thumb into opposition with each finger.
	2.97	Standing broad jump.
	2.98	Running broad jump.
	2.99	Turns somersaults.
	2.100	Throws ball overhand.
	2.101	Hops forward on one foot 4 - 6 hops.
	2.102	Copies square.
	2.103	Ties knot.
60-72 Mo.	2.104	Heel to toe walk (10 foot line forward).
	2.105	Heel to toe walk (10 foot line backward).
	2.106	Walks length of walking board.
	2.107	Jumps rope.
	2.108	Dances to music.
	2.109	Draws house - 2 to 5 items.
	2.110	Skips using alternate feet.
	2.111	Catches bounced ball two out of three times.
	2.112	Kicks ball (beginning drop kick).
	2.113	Roller skates.

60-72 Mo. Continued	2.114	Copies triangle.
	2.115	Ties shoes.
	2.116	Rides bicycle (may use training wheels).
	2.117	Copies rectangle with diagonal.

S O C I A L

5-6 Mo.	3.1	Smiles and vocalizes to mirror
	3.2	Lifts cup by handle.
6-7 Mo.	3.3	Assists adult by pulling self forward.
	3.4	Accepts strangers.
	3.5	Reaches and pats mirror image.
	3.6	Takes solids.
	3.7	Explores adult facial features (pulls hair, nose, etc.).
	3.8	Puts finger food to mouth.
	3.9	Imitates peek-a-boo.
	3.10	Imitates pat-a-cake.
7-8 Mo.	3.11	Bites and chews toys (Ex: teething rings).
	3.12	Waves bye-bye.
	3.13	Holds own bottle independently.

8-9 Mo.	3.14	Vocalizes ma-ma, da-da, beginning to refer to specific adults.
	3.15	Feeds self crackers.
9-10 Mo.	3.16	Indicates wants (gestures, vocalizations).
	3.17	Plays ball with other person.
10-11 Mo.	3.18	Extends toy to person.
	3.19	Imitates others. Imitates movements already familiar but not visible to him.
	3.20	Holds cup with two hands.
	3.21	Gives kisses.
11-12 Mo.	3.22	Extends arms and legs while being dressed.
	3.23	Washes hands and face with assistance.
	3.24	Dries hands and face with assistance.
	3.25	Bowel movement is becoming regular.
	3.26	Picks up bits of food and transfers to mouth.
	3.27	Uses spoon imitatively.

12-15 Mo.	3.28	Releases objects in adults hand.
	3.29	Greets with verbal cues.
	3.30	Removes simple garment.
15-18 Mo.	3.31	Bottle discarded.
	3.32	Indicates wet pants.
	3.33	Feeds self in part.
	3.34	Indicates toilet needs.
	3.35	Exhibits emotion in imitation of parents (Ex: affection).
	3.36	Pulls toy behind him while walking.
	3.37	Carries or hugs doll.
	3.38	Removes socks.
	3.39	Removes shoes.
	3.40	Places hat on head, takes it off.
	3.41	Seats self in small chair.
	3.42	Sits on toilet or potty.
18-21 Mo.	3.43	Asks for food, toilet, drink.
	3.44	Holds own cup to lips and drinks.
	3.45	Hands cup back to adult.
	3.46	Puts on simple garment.
	3.47	Zips and unzips large zipper.

18-21 Mo. Continued	3.48	Uses spoon appropriately.
	3.49	Helps with simple household tasks (Ex: dusting).
21-24 Mo.	3.50	Separates from mother readily.
	3.51	Remembers where objects belong.
	3.52	Unwraps coverings.
	3.53	If unfastened - can remove coat.
	3.54	If unfastened - can remove pants.
	3.55	Puts on shoes with assistance.
24-30 Mo.	3.56	Longer periods between eliminations.
	3.57	Helps put things away.
	3.58	Carries breakable objects.
	3.59	Verbalizes toilet needs in time.
30-36 Mo.	3.60	Begins dressing self with assistance.
	3.61	Indulges in simple "make believe" activities - plays house.
	3.62	Asks to do things by self (though may not be able to).
	3.63	Greets without cues.
	3.64	Shows courtesy with no cues given.

30-36 Mo. Continued	3.65	Dries hands without help.
	3.66	Child helps while being bathed.
	3.67	Takes turns.
	3.68	Shares play activities.
	3.69	Uses fork.
	3.70	Uses napkins.
	3.71	Gets drink with no help.
	3.72	Pours liquid from small pitcher.
	3.73	Sucks through straw.
	3.74	Knows the difference between bladder and bowel function.
	3.75	Hangs up coat on hanger or hook.
	3.76	Avoids hazards.
36-48 Mo.	3.77	Completes a meal.
	3.78	Sets table with assistance.
	3.79	Sleeps through night without wetting.
	3.80	Responds to routine times for elimination.
	3.81	Takes responsibility for toilet himself.
	3.82	Increasing interest in interactive play with other children rather than playing alone.
	3.83	Washes hands and face alone.
	3.84	Answers phone.
	3.85	Feeds self.
	3.86	Puts on shoes.

36-48 Mo. Continued	3.87	Unbuttons accessible buttons.
	3.88	Brushes teeth.
	3.89	Wipes self.
	3.90	Blows nose without verbal cue.
	3.91	Carries out simple errand.
	3.92	Brushes hair.
	3.93	Cleans spills.
	3.94	Apoligizes.
	3.95	Spreads butter, etc. with knife.
	3.96	Cuts soft food (with fork).
	3.97	Buttons two medium size buttons.
48-60 Mo.	3.98	Chooses menus.
	3.99	Remains at table throughout meal.
	3.100	Serves self.
	3.101	Relates dreams.
	3.102	Carries on long involved conversations.
	3.103	Tendency toward self-praise - speaks positively of self.
	3.104	Puts on socks.
	3.105	Dresses and undresses with no assistance.
	3.106	Sets table.
	3.107	Laces shoes.
	3.108	Goes about neighborhood unattended.
	3.109	Tells home address.

48-60 Mo. Continued	3.110	Knows own phone number.
	3.111	Knows birth month and day.
60-72 Mo.	3.112	Tells long story accurately.
	3.113	Cuts and pastes.
	3.114	Paints pictures - recognizable with a few details.
	3.115	Takes care of clothing.
	3.116	Cuts with knife.
	3.117	Demonstrates dialing of own phone number

MARSHALLTOWN BEHAVIORAL DEVELOPMENTAL PROFILE
SCORE SHEET

CHILD'S NAME:

ADDRESS:

DATE: BIRTHDATE: CA: SEX:

PARENTS' NAMES: PHONE: EXAMINER:

COMM	MOTOR	SOCIAL
0 - 1 MOS.		
1.1 ___	2.1 ___	
1 - 2 MOS.		
1.2 ___	2.2 ___	
1.3 ___	2.3 ___	
1.4 ___		
2 - 3 MOS.		
1.5 ___	2.4 ___	
1.6 ___	2.5 ___	
3 - 4 MOS.		
1.7 ___	2.6 ___	
	2.7 ___	
	2.8 ___	
4 - 5 MOS.		
1.8 ___	2.9 ___	
1.9 ___	2.10 ___	
	2.11 ___	
	2.12 ___	
5 - 6 MOS.		
1.10 ___	2.13 ___	3.1 ___
	2.14 ___	3.2 ___
	2.15 ___	
	2.16 ___	
	2.17 ___	
6 - 7 MOS.		
1.11 ___	2.18 ___	3.3 ___
	2.19 ___	3.4 ___
	2.20 ___	3.5 ___
		3.6 ___
		3.7 ___
		3.8 ___
		3.9 ___
		3.10 ___
7 - 8 MOS.		
1.12 ___	2.21 ___	3.11 ___
1.13 ___	2.22 ___	3.12 ___
1.14 ___		3.13 ___
8 - 9 MOS.		
1.15 ___	2.23 ___	3.14 ___
1.16 ___	2.24 ___	3.15 ___
1.17 ___	2.25 ___	
9 - 10 MOS.		
1.18 ___	2.26 ___	3.16 ___
1.19 ___	2.27 ___	3.17 ___
	2.28 ___	
	2.29 ___	
	2.30 ___	
	2.31 ___	
10 - 11 MOS.		
1.20 ___	2.32 ___	3.18 ___
1.21 ___	2.33 ___	3.19 ___
	2.34 ___	3.20 ___
		3.21 ___
11 - 12 MOS.		
1.22 ___	2.35 ___	3.22 ___
1.23 ___	2.36 ___	3.23 ___
	2.37 ___	3.24 ___
	2.38 ___	3.25 ___
	2.39 ___	3.26 ___
	2.40 ___	3.27 ___
12 - 15 MOS.		
1.24 ___	2.41 ___	3.28 ___
1.25 ___	2.42 ___	3.29 ___
1.26 ___	2.43 ___	3.30 ___
1.27 ___	2.44 ___	
1.28 ___	2.45 ___	
	2.46 ___	
15 - 18 MOS.		
1.29 ___	2.47 ___	3.31 ___
1.30 ___	2.48 ___	3.32 ___
1.31 ___	2.49 ___	3.33 ___
	2.50 ___	3.34 ___
	2.51 ___	3.35 ___
	2.52 ___	3.36 ___
	2.53 ___	3.37 ___
	2.54 ___	3.38 ___
	2.55 ___	3.39 ___

COMM	MOTOR	SOCIAL
15 - 18 MOS.		
		3.40 ___
		3.41 ___
		3.42 ___
18 - 21 MOS.		
1.32 ___	2.56 ___	3.43 ___
1.33 ___	2.57 ___	3.44 ___
	2.58 ___	3.45 ___
	2.59 ___	3.46 ___
	2.60 ___	3.47 ___
		3.48 ___
		3.49 ___
21 - 24 MOS.		
1.34 ___	2.61 ___	3.50 ___
1.35 ___	2.62 ___	3.51 ___
1.36 ___	2.63 ___	3.52 ___
1.37 ___	2.64 ___	3.53 ___
	2.65 ___	**3.54** ___
	2.66 ___	**3.55** ___
	2.67 ___	
	2.68 ___	
	2.69 ___	
	2.70 ___	
	2.71 ___	
	2.72 ___	
	2.73 ___	
24 - 30 MOS.		
1.38 ___	2.74 ___	3.56 ___
1.39 ___	2.75 ___	3.57 ___
1.40 ___	2.76 ___	3.58 ___
1.41 ___	2.77 ___	3.59 ___
1.42 ___	2.78 ___	
1.43 ___	2.79 ___	
1.44 ___	2.80 ___	
1.45 ___	2.81 ___	
1.46 ___		
1.47 ___		
1.48 ___		

COMM	MOTOR	SOCIAL
30 - 36 MOS.		
1.49 ___	2.82 ___	3.60 ___
1.50 ___	2.83 ___	3.61 ___
1.51 ___	2.84 ___	3.62 ___
1.52 ___	2.85 ___	3.63 ___
1.53 ___	2.86 ___	3.64 ___
1.54 ___	2.87 ___	3.65 ___
1.55 ___	2.88 ___	3.66 ___
1.56 ___	2.89 ___	3.67 ___
1.57 ___	2.90 ___	3.68 ___
1.58 ___		3.69 ___
1.59 ___		3.70 ___
1.60 ___		3.71 ___
		3.72 ___
		3.73 ___
		3.74 ___
		3.75 ___
		3.76 ___
36 - 48 MOS.		
1.61 ___	2.91 ___	3.77 ___
1.62 ___	2.92 ___	3.78 ___
1.63 ___	2.93 ___	3.79 ___
1.64 ___	2.94 ___	3.80 ___
1.65 ___	2.95 ___	3.81 ___
1.66 ___		3.82 ___
		3.83 ___
		3.84 ___
		3.85 ___
		3.86 ___
		3.87 ___
		3.88 ___
		3.89 ___
		3.90 ___
		3.91 ___
		3.92 ___
		3.93 ___
		3.94 ___
		3.95 ___
		3.96 ___
		3.97 ___

COMM	MOTOR	SOCIAL
48 - 60 MOS.		
1.67 ___	2.96 ___	3.98 ___
1.68 ___	2.97 ___	3.99 ___
1.69 ___	2.98 ___	3.100 ___
1.70 ___	2.99 ___	3.101 ___
1.71 ___	2.100 ___	3.102 ___
1.72 ___	2.101 ___	3.103 ___
1.73 ___	2.102 ___	3.104 ___
1.74 ___	2.103 ___	3.105 ___
1.75 ___		3.106 ___
1.76 ___		3.107 ___
1.77 ___		3.108 ___
1.78 ___		3.109 ___
1.79 ___		3.110 ___
1.80 ___		3.111 ___
1.81 ___		
1.82 ___		
60 - 72 MOS.		
1.83 ___	2.104 ___	3.112 ___
1.84 ___	2.105 ___	3.113 ___
1.85 ___	2.106 ___	3.114 ___
1.86 ___	2.107 ___	3.115 ___
1.87 ___	2.108 ___	3.116 ___
1.88 ___	2.109 ___	3.117 ___
1.89 ___	2.110 ___	
1.90 ___	2.111 ___	
1.91 ___	2.112 ___	
1.92 ___	2.113 ___	
1.93 ___	2.114 ___	
	2.115 ___	
	2.116 ___	
	2.117 ___	

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